

Russian



Revolution

Russian Revolution – Revision Table

Date	Division/Union	People	Events	Effects	Government	Economy
1855-1881			Emancipation of Serfs 1861 Reforms – military, educational, judicial		Divine Right of Absolute Monarchy Alexander II	Backward – lack of Industrialisation
1881-1894			Reforms of Alexander III restricted		Alexander III	
1894-1905	Peasants starving Workers strikes	Growing urban population	Russo Japanese war			
			Economic reform under Sergei Witte			

Make up your own table and continue in this vein for the years to Lenin's death. Include both 1917 revolutions, the events of 1918 (Treaty of Brest-Litovsk), the Civil War, NEP etc etc

RUSSIA	Economy	Society	Government	Other
Before				
After				

Russian Revolution Balance Sheet

1914

POLITICAL	Who has the power?	
	Which are the different political groups?	
	Whose interests are represented in government?	
	How much liberty do people have?	
	How rigid was censorship?	
ECONOMIC	Is there a controlled economy or free trade?	
	What is the economy based on?	

	What is the taxation system?	
	What are the economic conditions for those living in the city/countryside? Who are rich? Who are poor?	
	Who owns the land?	
SOCIAL	Identify the main social groups in the society.	
	What role does religion play in society?	
	How is education delivered?	
	How is poor relief delivered?	

IDEAS AND VALUES	What are the main ideas about the government?	
	About the Tsar?	
	About poverty?	
	About going to war?	
	About freedom of speech?	
	About the law?	
	About religion?	
	About the nation?	

Revolutionary Ideas	Detail

Revolutionary Leaders	Detail

Revolutionary Movements	Detail

Fill in the details of pre-revolutionary society in Russia

Annotate this diagram with grievances/issues that contributed to the revolutionary situation in Russia

See if you can develop a structure for the new society with the same detail (grievances/influence)

NOTE TAKING SHEETS

Use this format as a basis to create your own.

Start with a key question – there are plenty!!! Use the TOPICS OF STUDY if you get stuck for inspiration.

What was gained from the October Manifest?
Why was WWI so damaging for Russia?
What was the impact of Stolypin's reforms from 1906-11?

Glossary	Detailed Notes
One sentence summary (you can't waffle on in the exam):	

SHORT/LONG TERM FACTORS BEHIND REVOLUTION

POLITICAL	ECONOMIC	SOCIAL

Re-create and fill out these tables for the many different events for both revolutions and both AOS

EVENT - DETAILS	KEY PLAYERS	IDEOLOGY	OUTCOMES	EVIDENCE	VIEWS

You should aim to do these for AOS1 and AOS2 – the Bolsheviks had different support base and activities in 1905, 1917 and 1923!

GROUPS	ORIGINS	DATES	SUPPORTERS	AIMS	TACTICS	ACTIVITIES	SIGNS OF SUPPORT

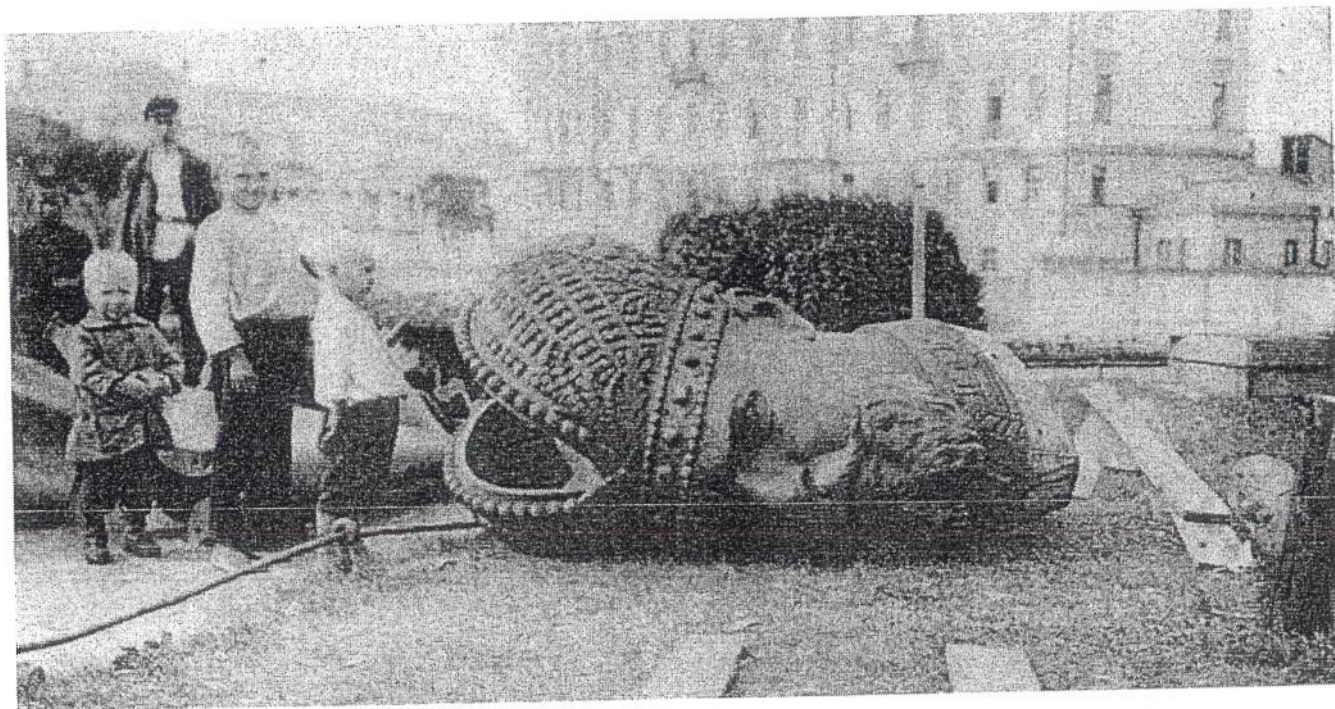
Navigation

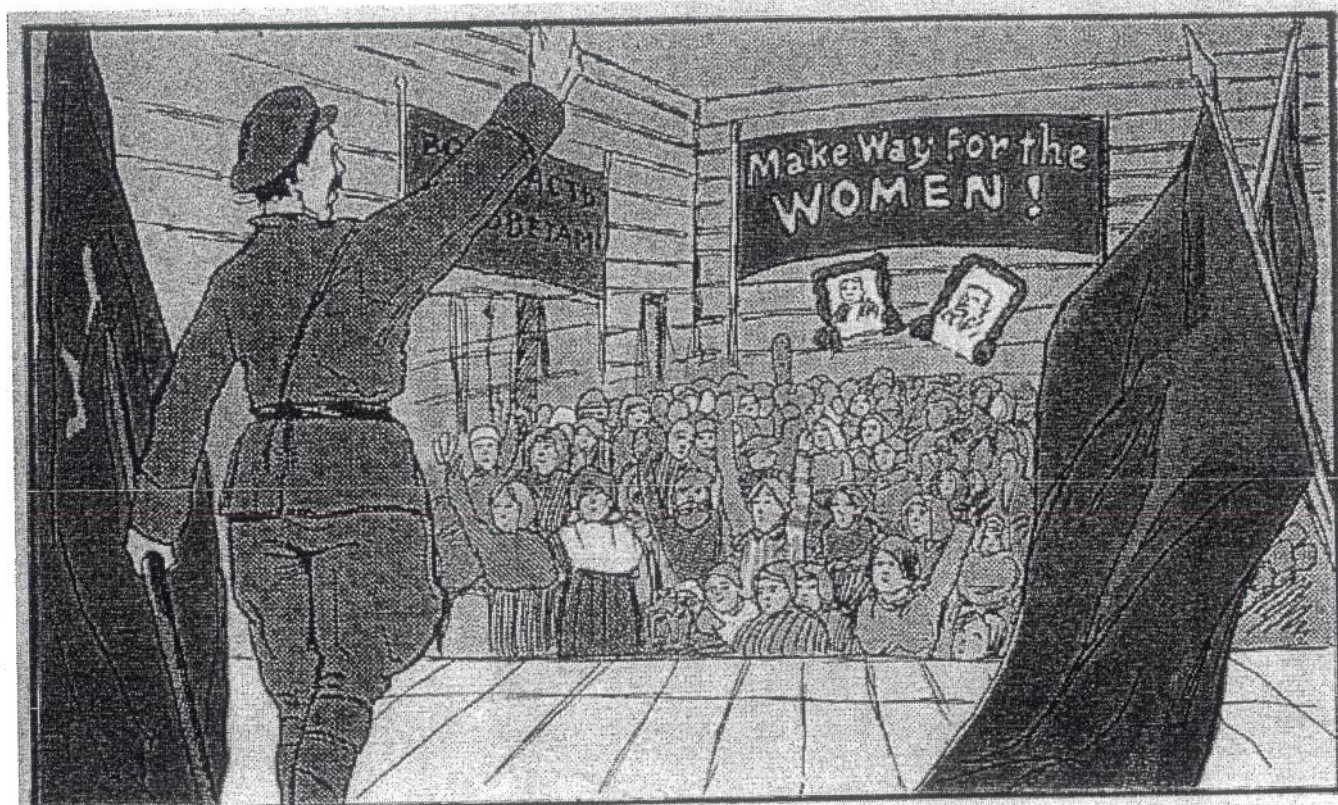
Help

Article : 70th anniversary - Russian Revolution, 1917 (Supplement): Peter Taaffe

70th anniversary - Russian Revolution, 1917 (Supplement)

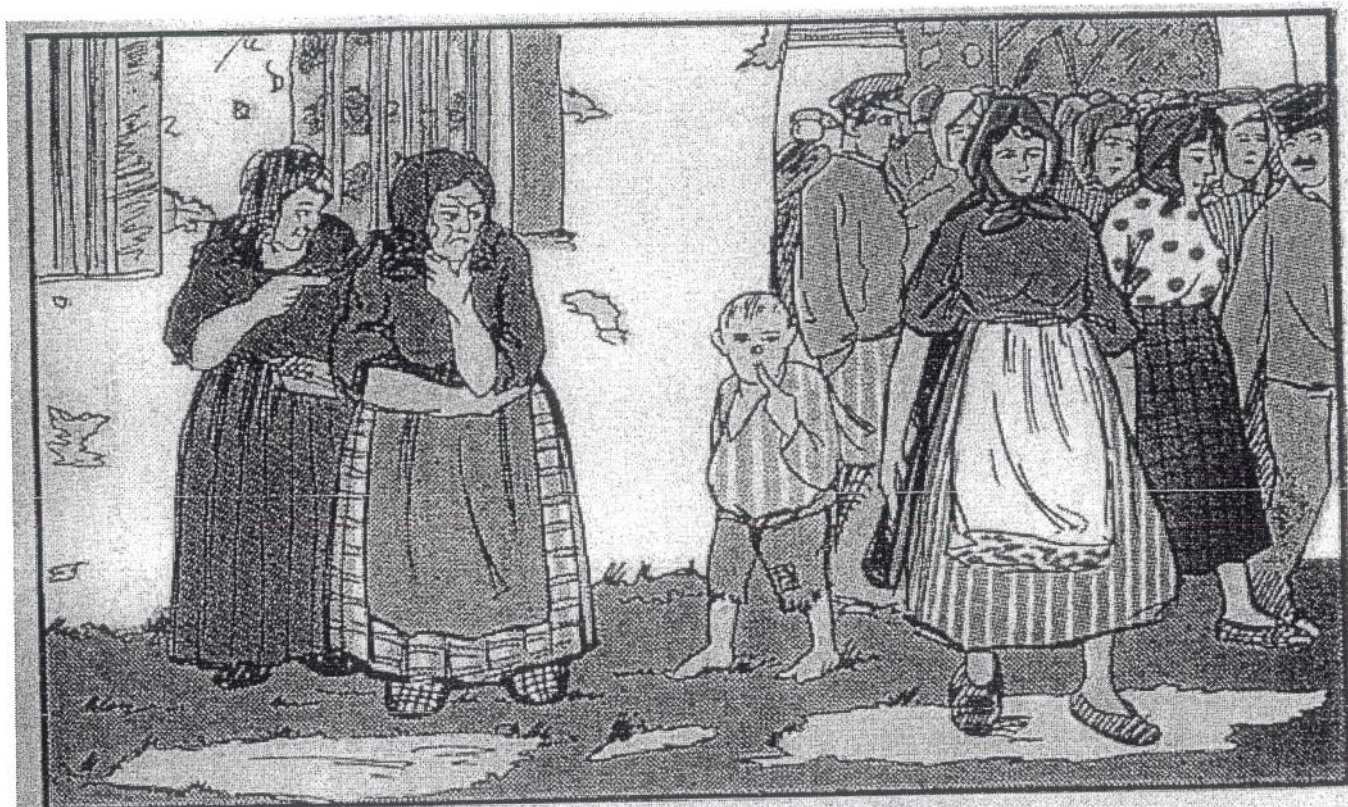






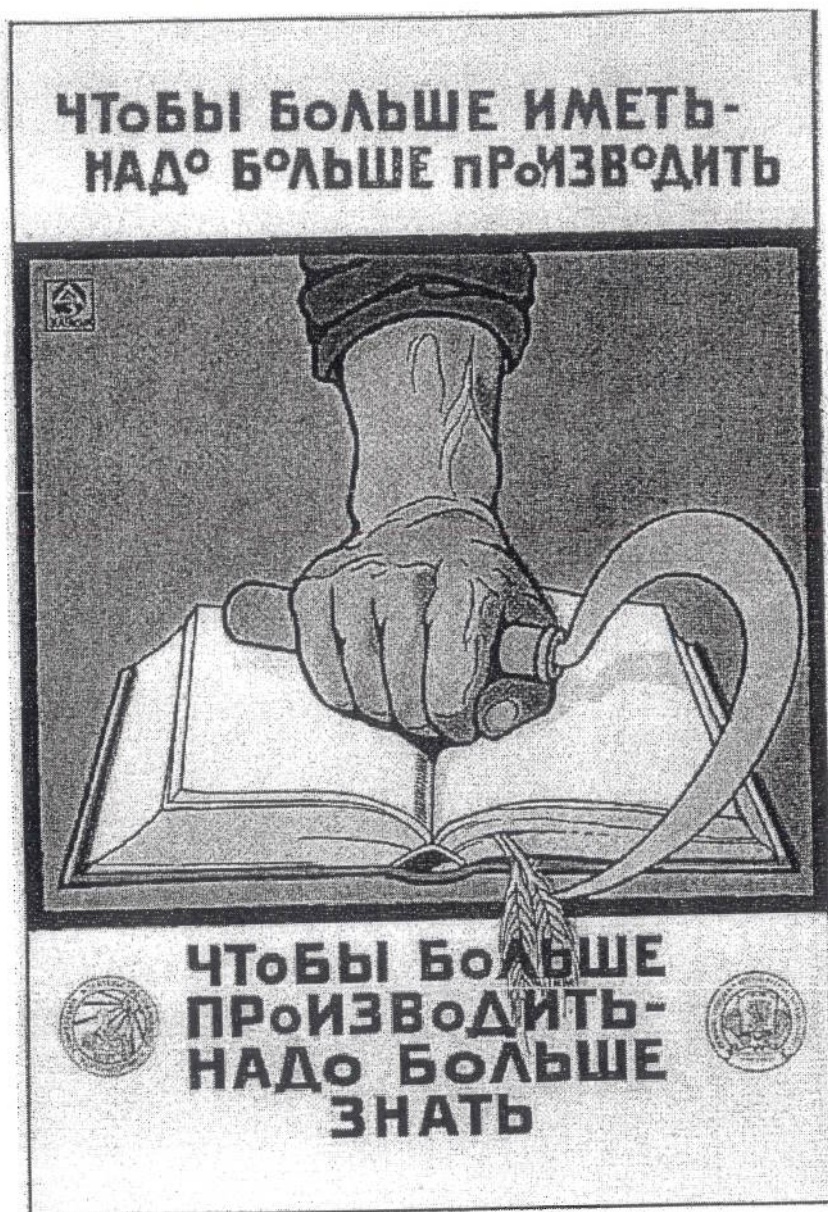
*"Dry your tears, Women!
A new day is here,
When old superstitions
Bring no ignorant fear."*

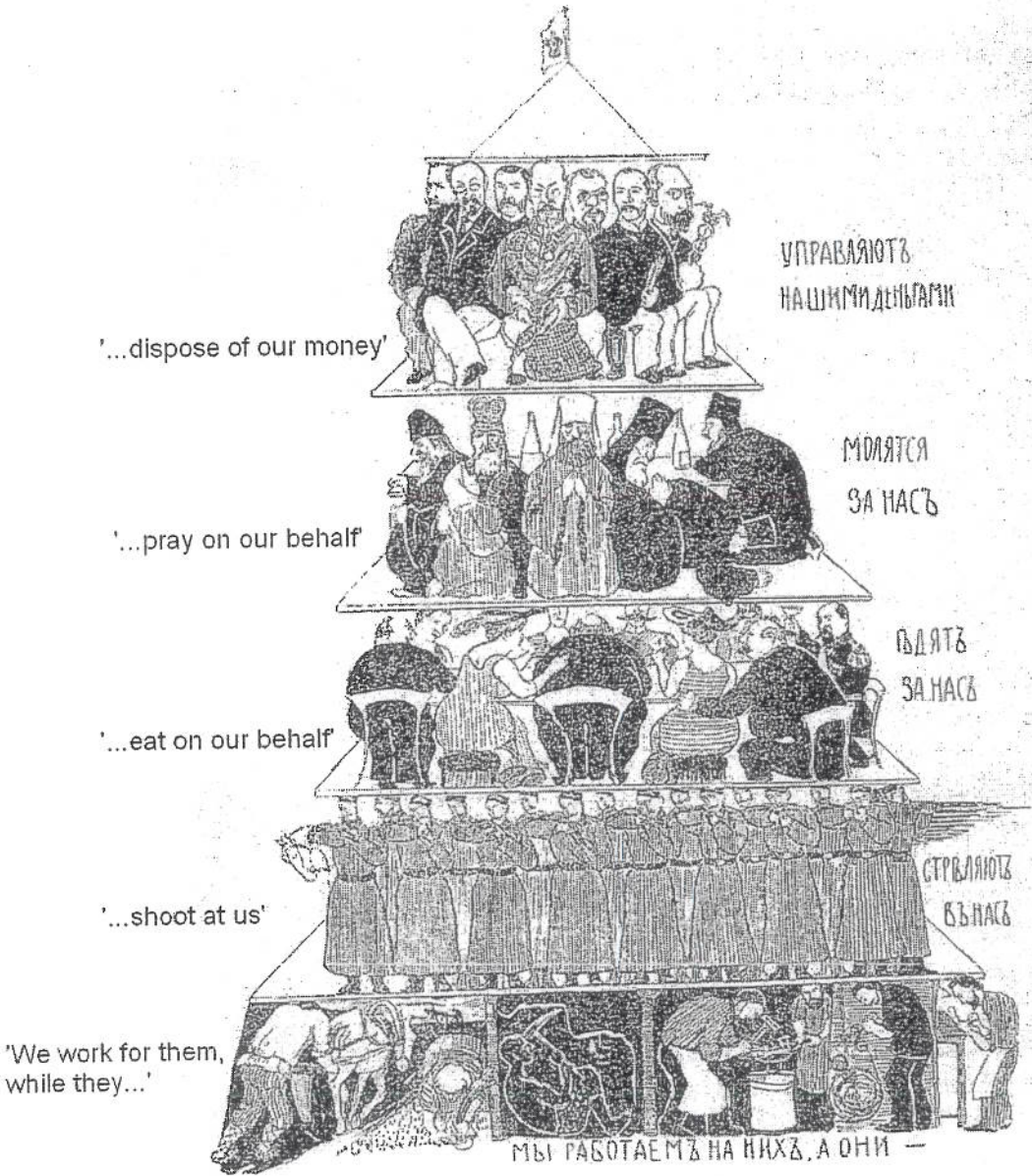
*Shake off slavish bonds,
Discover your wings,
Fly from ancient darkness
To the light of new days."*

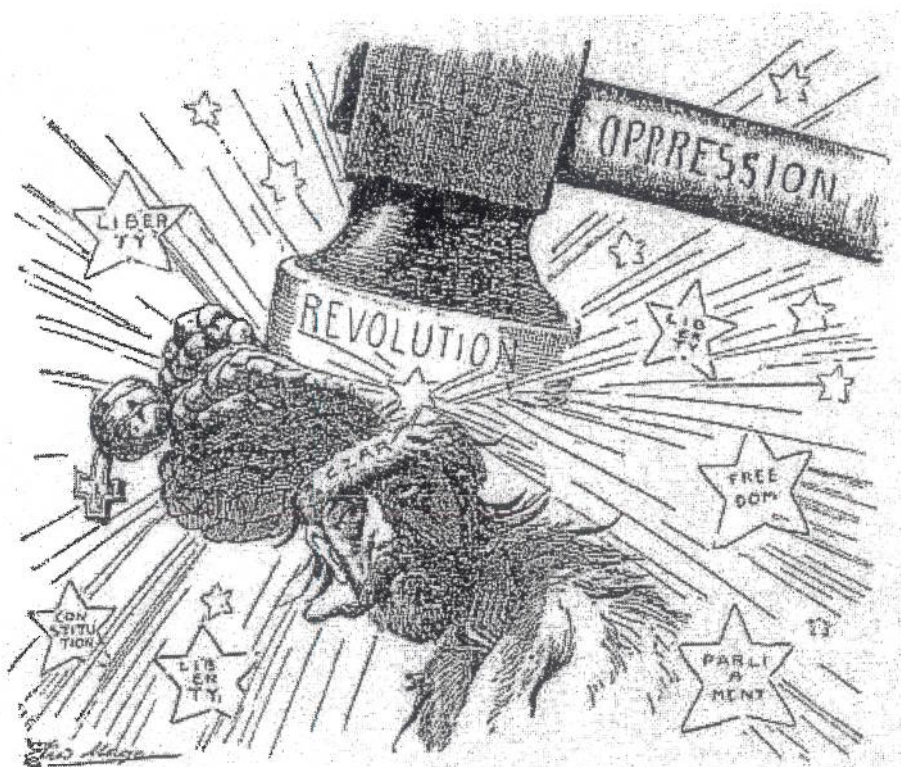


*Two old women lament
Old days of sorrow,
When prayers went unheard
And the grave was relief.*

*But no more does the stick
Fall upon women's shoulders.
Free and equal they march,
Comrades of men!*







Seeing stars of liberty.—Philadelphia Inquirer.

© 2001 HARP WEEK

Below are a series of quotes from prominent historians. You need to work out the missing words. One point will be deducted for every incorrect answer. Make sure you pick the right word!

Figs: The _____ downfall was not inevitable; but its own stupidity made it so”.

Pipes: “...the collapse of _____, while not improbable, was certainly not inevitable”.

Figs: “...although the regime succeeded in restoring order, it could not hope to put the clock back. _____ had changed society for good. Many of the younger comrades of _____ were the elders of _____. They were inspired by its memory and instructed by its lessons”.

Figs: “_____ was the source of all the problems. If there was a vacuum of power at the centre of the ruling system, then he was the empty space. In a sense, Russia gained in him the worst of both worlds: a _____ determined to rule from the throne yet quite incapable of exercising power”.

Pipes: “...while the collapse of _____ was not inevitable, it was made likely by deep-seated cultural and political flaws that prevented the tsarist regime from adjusting to the economic and cultural growth of the country, flaws that proved fatal under the pressure generated by _____.

Pipes: “Whatever grievances they may have harboured – real and fancified – the ‘masses’ neither needed nor desired a revolution; the only group interested in it was the intelligentsia. Stress on alleged popular discontent and class conflict derives more from ideological preconceptions than from the facts at hand – namely from the discredited Marxist theory that political developments are always and everywhere driven by class conflict”.

Wood. “Despite the disaffection of the military, however, it was neither the high command nor the _____ politicians, still less the revolutionary parties, which finally brought about the downfall of ‘Bloody Nicholas’. It was caused by the spontaneous upsurge of the politically radicalized masses”.

Pipes: “It is a mistake to attribute the _____ Revolution to fatigue with the war. The contrary is true. Russians wanted to pursue the war more effectively, and they felt that the existing government was not capable of doing it, that existing political structures were in need of a major overhaul...Fatigue with the war set in only after the unsuccessful June 1917 offensive launched by the Provisional Government to bolster its prestige and lift national morale.

Pares: “...the cause of ruin came not at all from below, but from above...The _____ had many opportunities of putting things right, and several times he was on the point of taking them...far from a dictation of events from below, this passive people went on enduring long after it ought to have ceased to do so; and when the crash came, it had done so little to shape it in any way, that it was left to the last minute of a single regiment to determine the issue”.

History of the CPSU (b.) short-course: “The revolution was victorious because its vanguard was the _____ which headed the movement of millions of peasants clad in soldiers' uniform demanding "peace, bread and liberty.”

Figs: “Collapse is certainly the right word to use. For the _____ regime fell under the weight of its own internal contradictions. It was not overthrown”.

Trotsky: “...the country had so radically vomited up the _____ that it could not ever crawl down the people's throat again”.

History of the CPSU (b.) short-course: “Lenin's _____ laid down for the Party a brilliant plan of struggle for the transition from the bourgeois-democratic to the Socialist

revolution, from the first stage of the revolution to the second stage – the stage of the Socialist revolution. The whole history of the Party had prepared it for this great task”.

Pipes: “Totally out of touch with reality, if not positively mad” (on _____).

Fitzpatrick: “The _____ strength was that they were the only party uncompromised by association with the bourgeoisie and the February regime, and the party most firmly identified with the ideas of workers’ power and armed uprising”.

Rosenberg: “Indeed, as imperial Russia’s state-capitalist structure did begin to crumble, at once cause and consequence of the deprivations of war and revolution, the analytic logic of class difference and conflict became the insidious, ideologized passions of class warfare”.

Pipes: “The events that led to the overthrow of the _____ were not spontaneous but carefully plotted and staged by a tightly organised conspiracy... _____ was a classic coup d’etat, the capture of governmental authority by a small band, carried out, in deference to the democratic professions of the age, with a show of mass participation, but with hardly any mass involvement”.

Ulam: “The _____ did not seize power, they picked it up”.

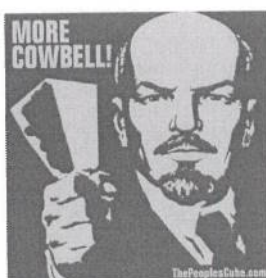
G.D. Obichkin: “In his guidance of the uprising, _____’s genius as a leader of the masses, a wise and fearless strategist, who clearly saw what direction the revolution would take, was strikingly revealed”.

Pipes: “It was a surreptitious seizure of the nerve centres of the modern state, carried out under false slogans in order to neutralize the population at large, the true purpose of which was revealed only after the new claimants to power were firmly in the saddle”.

History of the CPSU (b.) short-course: “The _____ workers in those days showed what a splendid schooling they had received under the guidance of the _____ Party. The revolutionary units of the army, prepared for the uprising by the work of the Bolsheviks, carried out fighting orders with precision and fought side by side with the Red Guard. The navy did not lag behind the army. _____ was a stronghold of the Bolshevik Party, and had long since refused to recognize the authority of the Provisional Government. The cruiser *Aurora* trained its guns on the Winter Palace, and on October 25 their thunder ushered in a new era, the era of the Great Socialist Revolution”.

Pipes: “_____ thus did not come to Russia as a result of a popular uprising: it was imposed on her from above by a small minority hiding behind democratic slogans”.

John Reed: “Instead of being a destructive force, it seems to me that the _____ were the only party in Russia with a constructive programme and the power to impose it on the country. If they had not succeeded the Government when they did, there is little doubt in my mind that the armies of imperial Germany would have been in Petrograd and Moscow in December, and Russia would again be ridden by a _____”.



Name: _____ Form: _____

****This Outcome is worth 50 marks****

A political cartoon by G. K. Chesterton titled "The World as a Ball". The central figure is a man in a dark suit and a checkered cap, standing on a globe. He holds a long-handled broom, as if sweeping the globe. The globe is marked with a grid of lines. To his right, a king in a crown and robe is being swept away. In the foreground, a man in a top hat is being swept away, and another man in a suit is being swept away. The cartoon is signed "G. K. Chesterton" in the bottom right corner.

Author Unknown, Published in 1920
Title: Comrade Lenin Cleans the World Of Filth

Cartoon Analysis 1: Comprehension Questions

Identify the five figures in the cartoon, and what they represent.

Figure 1: (3 marks)

Figure 2: (3 marks)

Figure 3: (3 marks)

Figure 4: (3 marks)

Figure 5: (3 marks)

Cartoon Analysis 1: Understanding Meaning

Q1. Who is the intended audience for this cartoon? Justify your response (2 marks)

Q2. Explain the message of the cartoon (5 marks)

Analysis 2: Cartoon Analysis



To Horse, proletarian!
Two coloured lithograph by A. Apsit, 1919

Cartoon Analysis 2: Comprehension Questions

Q1. What is the meaning of the title of the cartoon – 'To Horse, Proleterian' (3 marks)

Q2. What does the horse represent? (3 marks)

Q3. What does the man riding on the horse with the flag represent?(3 marks)

Q4. Explain the message that cartoon is attempting to convey.(5 marks)

Q5. Who is the intended audience for this cartoon? Justify your response (2 marks).

Analysis 3: Document Analysis

***Remember – you need to be making direct reference to the things that are revealed in the documents in your answers, quoting the documents to support your point of view.**

Grand Duke Alexander Mikhailovich, letter to Nicholas II (January, 1917)

The unrest grows; even the monarchist principle is beginning to totter; and those who defend the idea that Russia cannot exist without a Tsar lose the ground under their feet, since the facts of disorganization and lawlessness are manifest. A situation like this cannot last long. I repeat once more - it is impossible to rule the country without paying attention to the voice of the people, without meeting their needs, without a willingness to admit that the people themselves understand their own needs.

Alexandra Fyodorovna, letter to Nicholas II (25th February, 1917)

The strikers and rioters in the city are now in a more defiant mood than ever. The disturbances are created by hoodlums. Youngsters and girls are running around shouting they have no bread; they do this just to create some excitement. If the weather were cold they would all probably be staying at home. But the thing will pass and quiet down, providing the Duma behaves. The worst of the speeches are not reported in the papers, but I think that for speaking against the dynasty there should be immediate and severe punishment.

Alexandra Fyodorovna, letter to Nicholas II (26th February, 1917)

The whole trouble comes from these idlers, well-dressed people, wounded soldiers, high-school girls, etc. who are inciting others. Lily spoke to some cab-drivers to find out things. They told her that the students came to them and told them if they appeared in the streets in the morning, they should be shot to death. What corrupt minds! Of course the cabdrivers and the motormen are now on strike. But they say that it is all different from 1905, because they all worship you and only want bread.

Stavka. 27 February, 1917

MY TREASURE,

Tender thanks for your sweet letter. This will be my last one. How happy I am at the thought that we shall see each other in two days' time! I have a great many things to do, and therefore my letter will be short.

After yesterday's news from the town I saw many frightened faces here. Fortunately, Alexeiev is calm, but he thinks it necessary to appoint a very energetic man, so as to compel the Ministers to work out the solution of the problems - supplies, railways, coal, etc. That is, of course, quite right. I have heard that the disorders among the troops are caused by the company of convalescents. I wonder what Paul is doing? He ought to keep them in hand.

God bless you, my dear Sunny! Many kisses for you and the children. Give her my greetings.

Eternally your

NICKY

Nicholas II, telegram to Michael Rodzianko (1st March, 1917)

There is no sacrifice that I would not be willing to make for the welfare and salvation of Mother Russia. Therefore I am ready to abdicate in favour of my son, under the regency of my brother Mikhail Alexandrovich, with the understanding that my son is to remain with me until he becomes of age.

Nicholas II, abdication statement (7th March, 1917)

Today, I am addressing you for the last time, my dearly loved armies. I have abdicated for myself and for my son, and I am leaving the throne of the Emperors of Russia. Much blood has been shed, many efforts have been made, and the hour of victory is approaching when Russia and her Allies will crush, in the common effort, the last attempts of the enemy. The unprecedented war must be conducted to the final

victory. Those who think of peace and wish it now are twice traitors to their country. Every honest soldier must think that way. I urge you to fulfil your duty and to valiantly defend your Russia. Obey the Provisional Government!

Alexandra Fyodorovna, letter to Nicholas II (14th March, 1917)

I quite understand your action, my hero. I know that you could not have signed anything that was contrary to your oath given at the coronation. We understand each other perfectly without words, and I swear, upon my life, that we shall see you again on the throne, raised there once more by your people, and your army, for the glory of your reign. You saved the empire for your son and the country, as well as your sacred purity, and you shall be crowned by God himself on earth in your own hand.

Document Analysis:

Q1. What do the letters between Nicholas and Alexandra reveal about the strengths and weaknesses of their relationship? (4 marks)

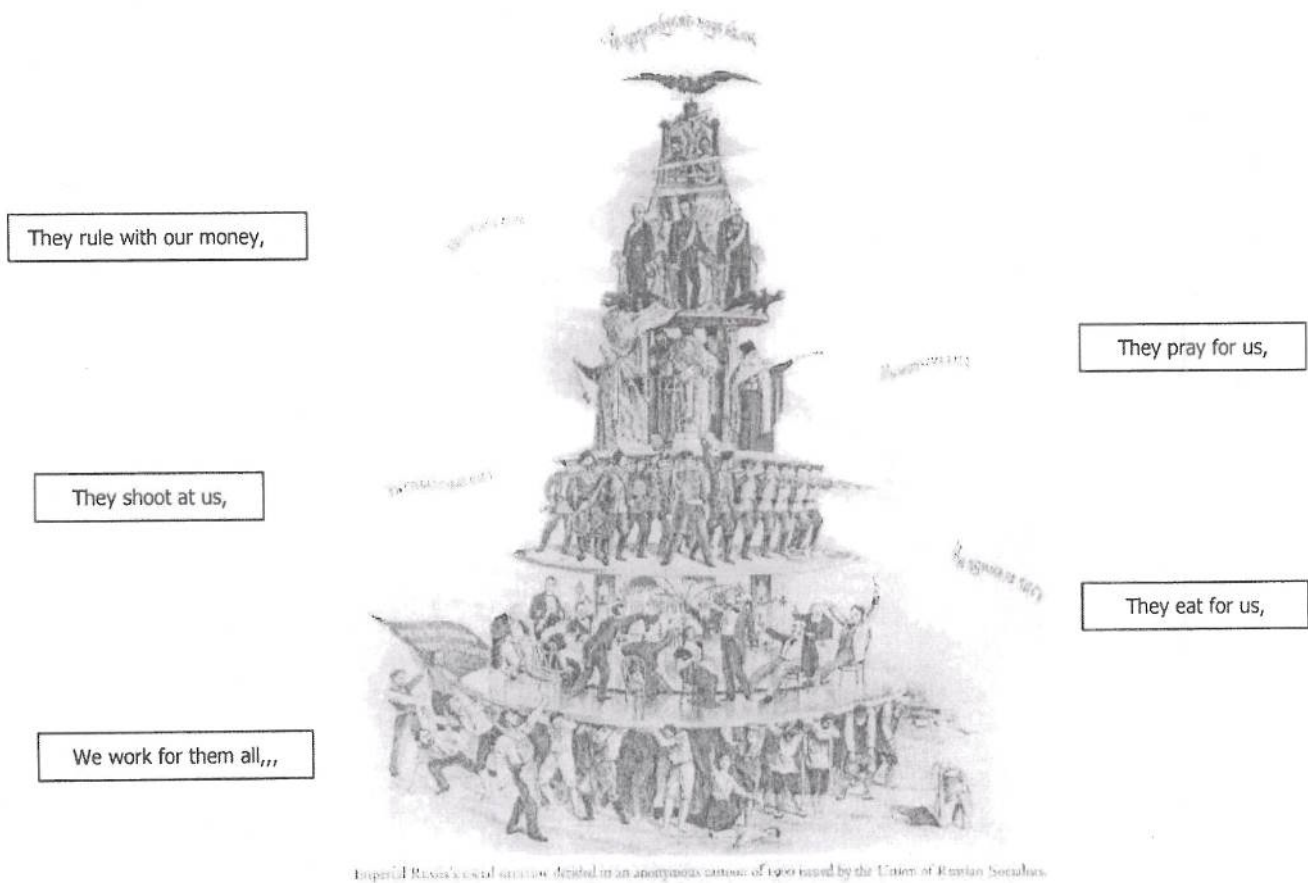
Q2. What do the letters reveal about Nicholas and Alexandra's beliefs about the revolutionary situation that was occurring in Russia? (4 marks)

Q3. What do the letters reveal about Nicholas and his leadership? (4 marks)

OVERALL MARK

Section 1: possible 22 Marks
Section 2: possible 16 Marks
Section 3: possible 12 Marks

Source 1



The caption reads: Imperial Russia's social structure depicted in an anonymous cartoon of 1900 issued by the union of Russian Socialists

a. Identify two features of Russian society shown in the representation.
2 marks

- i. _____
- ii. _____

b. Identify two features (not listed in response **a.** above) shown in the representation which represent discontent within Russian society. 2 marks

- i. _____
- ii. _____

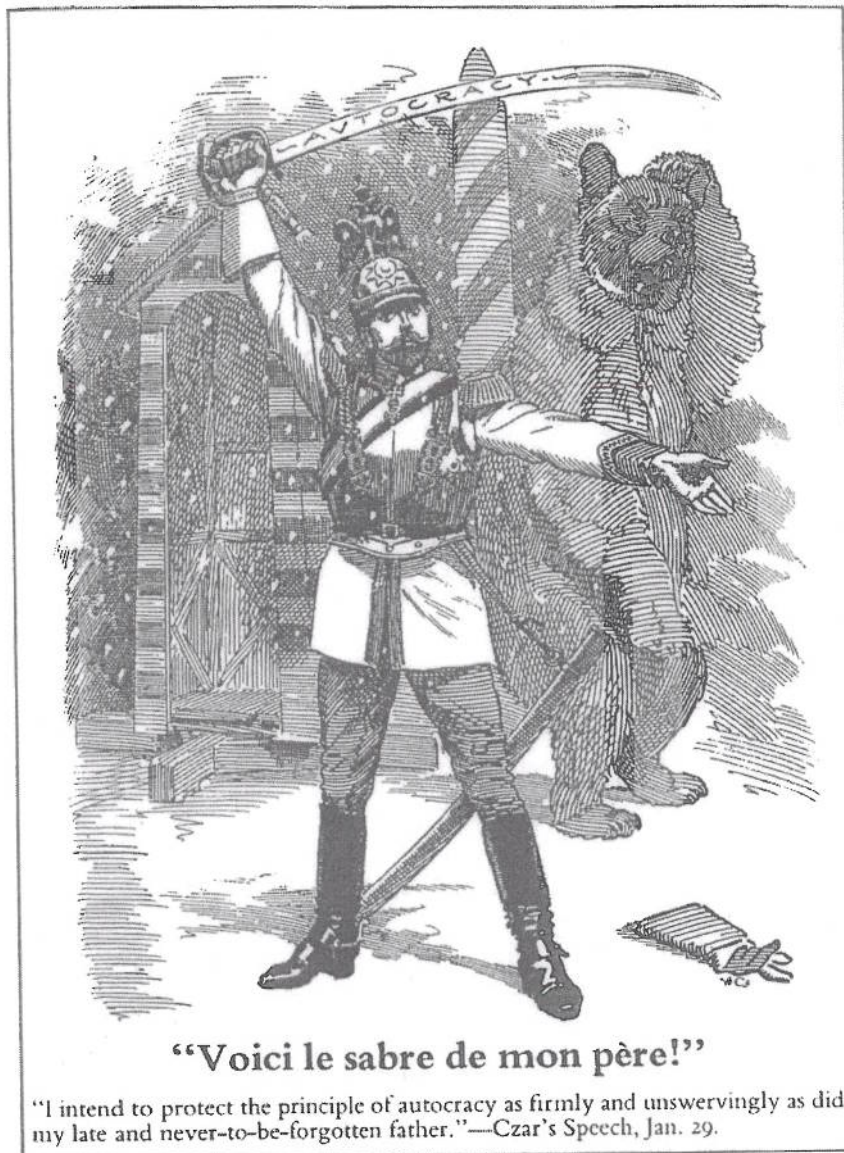
c. Using your knowledge, explain in what ways the cartoon is criticising the social structure. 6 marks

d. Explain to what extent this representation presents a reliable view of the structure of and problems with society in Tsarist Russia. In your response refer to different views of the reasons for Revolution in February 1917. 10 marks

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

a picture is worth a thousand words

Look carefully at the graphic provided and answer the following questions:



*‘Here is the sword of my father.’—speech by Nicholas II, 29 January 1895.
(Source: Punch, 9 February 1895.)*

1. Why might this representation have been circulated in 1895?

2. Who or what do the two figures represent and what is the significance of them being used together?

a picture is worth a thousand words

3. What ideas concerning the role of autocracy are suggested by the use of the sword in this representation?

4. Using your knowledge explain the meaning of this representation's view of Nicholas and his political stance.

5. To what extent is this representation useful in understanding the ideas regarding the governing of Russia in this representation?

DOCUMENT STUDY SIX

Read the document below and then answer the following questions:

Extract of Report on Rasputin compiled by the Okhrana - 1915

26 March. In his absence Varvara Nishchenko came to solicit Rasputin's aid for the release of her uncle, Colonel Jiletzky, who has been called up from the reserve, for which assistance she promised to pay him 2,000 roubles.

12 May. Rasputin dispatched a telegram to Sabler

Dear, beloved, yesterday we had a conversation there with Mamma [the Empress]; we found that it was not so easy to disturb our Master. They hope to arrest the matter."

Rasputin brought a prostitute to his flat and locked her up in a room; later in the day she was set free by the servant

2 June. At one o'clock in the morning Rasputin came home drunk in the company of Manus [a financier] and Kouzminsky [a Lieutenant in the Gvardeisky Equipage]; without going up to his flat, he sent the porter's wife for the masseuse Outina, who lives in the same house, but she could not be found. Then he went himself to flat No. 3 to see the dressmaker Katia. Here he was apparently not allowed to enter, as he came back directly and on the stairs assaulted the porter's wife, asking for kisses. The woman managed to disengage herself and ring up his flat, whereupon Dounia, Rasputin's maid, led him away.

Alexander Palace - Taken from the Red Archives

1. What can be learnt about Rasputin from this extract?

2. Why might Rasputin's critics find this extract useful?

3. What evidence is there to suggest Rasputin held a position of power at this time?

what I'm trying
to **SAY** is ...